



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100,
Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

19 APR 26 PM 3:32

RECEIVED
TEXAS EDUCATION AGENCY

Grant period from July 1, 2019 – August 31, 2020

☒ Pre-award costs are not permitted.

Required Attachments

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Pioneer Technology & Arts Academy CDN 057850 Vendor ID 005 ESC DUNS 080012141
Address 3200 FM 548 S City Royse City ZIP 75189 Phone 4697073505
Primary Contact Shubham Pandey Email shubham@ptaaschool.org Phone 6122076438
Secondary Contact Sonya Gracy Email sgracy@ptaaschool.org Phone 9726583902

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Shubham Pandey Title Superintendent

Email shubham@ptaaschool.org Phone 6122076438

Signature shubham pandey Digitally signed by shubham pandey Date: 2019.04.25 11:07:10 -05'00' Date 04/25/2019

Grant Writer Name Shubham Pandey Signature shubham pandey Digitally signed by shubham pandey Date: 2019.04.25 11:07:41 -05'00' Date 04/25/2019

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

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Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
To develop rigorous, relevant, TEKS-based, STEM-centered curriculum as a means to consistently achieve college ready student results	Using grant funds, PTAA - Royse City elementary will purchase and develop STEM-based, Project Based Learning (PBL) curriculum materials and equipment which emphasize a cross-disciplinary approach. This leads to higher levels of student engagement due to choosing the focus of their exploration based on individual interest, especially in educationally disadvantaged populations.
To recruit and develop an effective Workforce and provide them with the resources and training to support academic achievement of all students and fulfill the unique mission and vision of PTAA.	PD will be provided to instructional staff in the areas of STEM and core subject areas. Over the course of the year, staff will be evaluated for PD needs and courses will be taken at the local ESC to the extent possible. Administrative staff will receive PEIMS and financial reporting PD.
To create a classroom instructional environments and school environment conducive to the preparation of students with well developed 21st century skills	Grant funds will be used to help partially fund initial technology to students and faculty necessary to starting new campus. Staff will have supplies, materials, and equipment (i.e. white boards, computers, printers, networks, etc) necessary to fulfill the unique mission of PTAA.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Staff at PTAA Fate, a 6-8 campus which opened in 2018, analyzed three years of data from surrounding districts. Each year, approximately 50% or fewer of students achieved Meets Grade Level in reading and/or math. Parents of currently enrolled students requested to expand grade levels of the STEM focused program. By August 2020, 80% of PTAA Royse City Elementary 3 - 5th grade tested students will achieve Meets Grade Level or Above (Level II) for STAAR Math and Reading 50% Masters Grade Level (Advanced Level III).

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

By September 2019, PTAA will administer comprehensive assessments instruments, such as the Iowa Test of Basic Skills, TPRI, and the MAP assessments, to students to establish a baseline against which to measure progress. That data will be collected, aggregated, and analyzed in order to establish and adjust a more accurate time line for meeting the specified grant goal. By the end of the 1st quarter, 100% of PTAA students will be assessed and have an establish baseline for academic content.

Additionally, teachers will attend training in STEM PBL and curricula training during the first quarter to receive targeted professional development regarding high quality integrated instruction designed to develop critical thinking in students. By the end of the first quarter, 100% of instructors will have received PBL training for curricular implementation.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

By January 2020, 50% of all tested students will demonstrate on track grade level testing on district administered STAAR benchmark 1 at Approaches grade level in Reading, Math, and Writing. Based on results, staff will identify students who will be enrolled in campus intervention programs, and teachers who may need additional professional development. Student interventions may include, but are not limited to: double blocking, pull-outs, tutoring and mentoring. Staff and campus leadership will determine strategies to continue to progress students towards the specified SMART goal. By the end of the second quarter, instructors would have utilized their training to develop and implement PBLs, blended learning, and other research driven strategies and instructional methodologies specified in the unique PTAA design. Additionally, 100% of staff have received and 80% of teachers began employing subject specific strategies during classroom observations.

Third-Quarter Benchmark

By March 2020, 70% or higher of all tested students will demonstrate Approaches grade level in Reading, Math, and Writing on local benchmarks and any nationally used assessments. Additionally, 100% of eligible students for testing have completed the specified assessments. Additional strategies will be employed to assist students identified as needing interventions or extra assistance. PD training benchmarks are: 50% instructors would have utilized their training to develop and implement PBL in two or more subjects. Additionally, 100% of staff have received and at least 100% of teachers began employing subject specific, research driven strategies to guide classroom learning.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

PTAA will engage in a quantitative and qualitative data collection and evaluation process that is longitudinal, actionable and contextual. PTAA will employ a variety of data sources, such as NWEA MAP, Texas English Language Proficiency (TELPAS), STAAR, unit tests, attendance data and surveys of participants including parents, staff, students, and the community, which will allow PTAA-Royse City Elementary to maintain a big picture view of the overall progress towards school established goals while also maintaining an ability to micro-analyze the causes of smaller discrepancies between the goals and objectives of the campus and current performance. Staff will meet regularly to review and disaggregate data to better pro-actively identify and understand underlying issues. Once identified, the curricula and instructional practices will undergo a critical analysis to determine the nature and causes of the discrepancies. The effectiveness of instructional strategies will be assessed using both pre-assessments and post assessments as well as data from formal and informal observations, as aligned in T-TESS guidelines. Curriculum will be assessed in terms of student outcome achievement. Effective, ongoing, sustained professional development is necessary for a curriculum to deliver learning. Utilizing the TAIS process, PTAA will employ a root cause analysis to address the underlying causes of the differences between goals and student performance. In some cases, additional training and professional development may be needed whereas other causes may call for an adjustment in the resources or employed instructional strategies utilized in the classroom. Additional support will be provided based upon the root cause analysis. These supports can include short term curriculum changes, additional Professional development for teachers, and interventions for students

Additionally, PTAA will add a District Data and K-8 Curriculum Coordinator position August 1 to provide an improved level of data access and accountability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- a. participate in the Texas Authorizer Leadership Academy (TALA) program;
 - b. review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - c. annually publish its authorizer policies;
 - d. submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - e. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - f. work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Pioneer Technology & Arts Academy (PTAA) is a public charter school system that is sponsored by Meadow Oaks Foundation, a 501(c)(3). PTAA is governed by a five member Board of Directors that makes all decisions related to policy, budget, and hiring of the superintendent. The Board provides oversight, while the Superintendent manages day-to-day operations of the school. The Board sets compensation for, hires, and evaluates the Superintendent. The Superintendent reports to the Board. The Superintendent hires and evaluates all members of the school staff and is accountable to the Board for the school's academic and organizational performance. The Board will ensure Pioneer Technology & Arts Academy is fiscally responsible, and complies with local, state, and federal laws and oversees its fidelity to its charter agreement with the authorizer.

PTAA does not contract with any Charter Management Organization.

PTAA contracts with Education Service Center for trainings.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

PTAA is a public school authorized in 2015 by Texas Education Agency (TEA) to operate charter schools in Texas through 2021 when it will apply for renewal. PTAA is obligated to perform under the terms of its contract, and the Board and Superintendent must report periodically to TEA on contract requirements. PTAA tests students in grades 3-12, as applicable, and is held to the same academic accountability standards as all public schools in Texas. PTAA tracks student academic achievement and student academic growth. PTAA is a Texas Education Agency A-rated charter school and its campuses achieved several distinction designations. As a public school system, PTAA is held to the standard that if PTAA fails to meet either the academic or financial standard or any combination for three years in a row, or violates structural or operational factors, that the charter is immediately revoked. The PTAA Board of Directors holds regular meetings to monitor the academic, operational, and financial commitments. The public is invited to attend. Needed adjustments will be made each month based on feedback and reporting from the PTAA board.

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

PTAA Royse City Elementary campus, as part of the PTAA district, will be expected to adhere to PTAA's mission and vision, its policies of open enrollment, non-discrimination, and other general policies. As determined by the PTAA district and in accordance with TEA guidelines, campus leadership will have a high degree of autonomy over budget allocations, personnel hiring, and school operations. The principal and other campus leadership personnel will oversee the day-to-day decision making in consultation with the district Leadership Team with regard to the school's curriculum and calendar, if they differ significantly from district practices. The principal has autonomy to make decisions to best fit the needs of the campus while also working collaboratively with the district leadership team to scope overall direction of the district. The PTAA Royse City Elementary campus will be governed by the same Board of Directors as the existing campus.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

PTAA believes that the school is an extension of the community and that students benefit most when the school, community and families work together for the good of all students. As part of its annual PTAA campus and district improvement process, each PTAA campus administers a survey to relevant stakeholders, including parents, staff, students, and community partners to assess educational program strengths as well as determine areas of opportunity for improvement. Additionally, at the district level, PTAA has an Advisory Council made up of community, business and industry leaders which meets regularly to offer feedback and support to the campuses as well as provide relevant information about the state of the community and its needs. PTAA campuses have established active Parent Teacher Organization that meets regularly, in addition to regularly held parent outreach events for both college and career readiness awareness as well as parent-teacher conferences several times a year. With these opportunities, the district regularly and empathetically solicits feedback from the stakeholders of the school and the surrounding communities.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

PTAA is requesting \$400,000 in start-up funding to support necessary start-up costs associated with opening a new campus. These costs include but are not limited to salaries during the planning phase to recruit staff and other necessary planning activities as specified in the grant guidelines, the purchase of curriculum and instructional materials, and the purchase of technology and equipment to carry out the unique PTAA mission and vision, including its 1:1 campus technology blended learning model and emphasis on integrated STEM curricula.

Once, the grant period has expired, PTAA's main source of funding will be the ADA allocation of funding based on student enrollment and attendance. PTAA currently has established waiting lists for the PTAA campuses and continues to closely track projected enrollments for subsequent school years to ensure responsible development and maintenance of the annual budget. Additionally, PTAA has a robust track record of securing federal and state grants, as well as financial and in-kind contributions based on its performance and the need for quality schools. If awarded this grant, PTAA will continue to seek state, federal, and corporate grants and to adhere to its model of fiscal sustainability.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

PTAA engages parents, families and the community through media, meetings, fairs, celebrations, and through its partnerships with businesses and industry partners and colleges. All materials are available in Spanish and English and translators are present during meetings. Annual surveys are conducted to gain staff, student and parent input on the successes and challenges in the programs. PTAA Royse City will support a Parent Teacher Organizations and the campus leadership will take an active role.

Many of the parents work two jobs and find it difficult to attend meetings during the week so additional events are scheduled on weekends to allow greater participation. Input from parents led to this campus being formed. PTAA has from its inception, valued and sought input from community organizations, business and industry, and from colleges and universities to align its programs with needs.

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

In accordance with TEA guidelines, PTAA does not provide a busing system for students; families drop off and pick up students each day, unless specified within the IEP for attending students. PTAA does have buses available for field trips, student competitions, and campus events.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

PTAA Royse City Elementary campus has not requested any waivers of Federal, state or local statutory or regulatory provisions and it does not intend to request any to ensure its successful operation.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable

Statutory Requirements

TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Not applicable

CDN 057850

Vendor ID 005

Amendment #

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized		54	36	36	32	24	23								205
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	20	Total Parents		283	Total Families		164	Total Campuses		1					

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
State-Authorized		60	60	60	40	40	40								300
Total Staff	21	Total Parents		414	Total Families		240	Total Campuses		1					

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff		Total Parents			Total Families			Total Campuses							

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☐ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☐ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

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Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

CDN 057850

Vendor ID 005

Amendment #

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school) \$43,650

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources) \$356,350

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST) \$400,000

PAYROLL COSTS (6100)**BUDGET**

Campus Administrator and staff during Planning

\$19,550

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Curriculum Training

\$23,700

Curriculum Services

\$23,700

SUPPLIES AND MATERIALS (6300)

Curriculum Supplies

\$50,000

OTHER OPERATING COSTS (6400)

Employee costs for Conferences

\$12,000

Employee cost for Travel

\$12,000

CAPITAL OUTLAY (6600)

Technology Hardware and Software

\$200,000

Equipment and Furniture

\$59,050

TOTAL BUDGET REQUEST \$400,000

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